



# **Turton School History Department**

**Name** \_\_\_\_\_

**Class** \_\_\_\_\_



## **Yr 7 Scholars History**

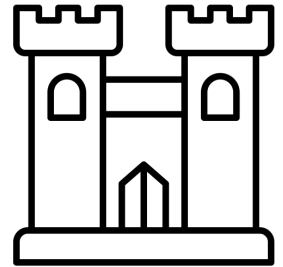
Homework Book – Topic 1  
Anglo-Saxons

## Homework 1

To be completed by:

Whilst at primary school you will have learnt a lot about history. You will have learnt about many different periods of history. Periods of history mean blocks of time or topics such as 'Victorians', 'Tudors', 'Romans' or 'World War 2'.

This homework is an opportunity to write some historical facts and detail which you learnt at primary school.



What was your favourite Historical period or topic which you learnt about in primary school?

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Why was your favourite Historical period or topic?

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Who what an important period from this period? Explain why they were important.

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What was an important event from this period. Why was this an important event?

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This article is taken from the Ashmolean Museum website, it describes Anglo-Saxon coins and money. Once you have read the article try to answer the questions on the following page.



### **Early Anglo-Saxon Coins AD450-700**

When the Romans left, just after AD400, coins stopped being made. The early Anglo-Saxons did not use coins, but they did re-use some Roman coins. Some coins were brought over from the Continent, from places like France. Coins like this were found in the Sutton Hoo burial.

During the seventh century (AD600-699) the Anglo-Saxons started to make their own coins. Kings wanted coins to show their importance and wealth, to use in trade, and because mints were profitable.

In this early period coins were made of gold and were very valuable so they were not used for everyday transactions. Most people used barter, which involved exchanging goods rather than coins.

### **Later Anglo-Saxon Coins (AD700-1066)**

Coins began to be more widely used during the eighth century (AD700-799), especially in southern and eastern England.

Each kingdom had its own coins with their own king's head on those coins. A trader who was travelling between kingdoms would need to change their coins into the local currency - just as people do today when they travel abroad.

Over time as there were fewer and fewer kingdoms there were less types of coins but more mints producing coins. Thus there were more coins in circulation. Coins started to be made of silver instead of gold.

### **What did the Anglo-Saxons use coins for?**

The earliest Anglo-Saxon coins were used by rich and important people as gifts, to buy land, to pay fines and taxes and for long distance trade.

During the later ninth to eleventh centuries (AD850-AD1066) coins became more common. Therefore more people could use them to buy objects.

Today we have coins with lots of different values but the Anglo-Saxons did not have as many types of coins with different values. So to reduce the value of a coin they would cut it in half or in quarters. For example, if a coin was worth one penny but they wanted to buy something worth half a penny then they would cut a penny coin in half and use half the coin. Archaeologists often find these cut coins.

**Instructions:**

**Now answer these three questions. Write in full sentences for your answers. The last answer will need writing than the other two.**



Why do you think the early Anglo-Saxon's didn't make their own coins?

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Why do you think Anglo-Saxon Kings wanted to put their image on coins?

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How did Anglo-Saxons trade if they did not have coins?.

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**Instructions:**

**Read the article below, taken from BBC History Magazine and then answer the questions on the following page.**

**The African who transformed Anglo-Saxon England**

When a Libyan cleric called Hadrian arrived in Canterbury in AD 670, Anglo-Saxon England was a wild and semi-pagan land. Within a matter of years, it was the driving force behind a remarkable renaissance in learning.

Writing in 731, the English historian Bede introduces his readers to a “vir natione Afir”, “a man of African race”. This man was a leading light in one of the most significant cultural movements of the past 1,400 years – a teacher of extraordinary influence on English history. This man was born in north Africa and spent the last 40 years of his life in England. He is buried here. But he had a good old Roman name: we know him as Abbot Hadrian the African.

Hadrian was born in north Africa but travelled to where we now know as Italy and became an abbot. He was good at his job and trusted to travel Europe on behalf of the Pope delivering messages and spreading Christianity. By the late 660s Hadrian’s reputation was such that the Pope asked him to travel to Britain which was considered as “the outermost edge of the world”, where as Pope Gregory had said, the tribes till recently “worshipped sticks and stones”.

Hadrian, agreed to the request and travelled to England with his colleague, another abbot named Theodore. They soon established a school in Canterbury which became famous Europe-wide. Hadrian and Theodore travelled all over England, “visiting every part of the land”. But they lived and worked in Canterbury – building a library, devising courses, giving lectures, and training the next generation of priests, administrators, artists and writers.

Hadrian was gifted with languages and spoke both Greek and Latin, and his exceptional language skills ensured he soon learnt Old English which was the language of the Anglo-Saxons. Bede also tells us that some of his pupils got to know Greek as well as their own language.

England was a wild and semi-pagan land, and in their baggage Hadrian and Theodore carried manuscripts and teaching aids to try to revive learning, which had stalled since St Augustine’s conversion mission of 597. They taught medicine, metrology, philosophy, history, Roman civil law, poetry and the art of rhetoric to many Anglo-Saxons. Theodore and Hadrian were seen as the founders of the educational system of the west.

As archbishop of Canterbury, it was Theodore who got most of the credit. But Hadrian, his brilliant, loyal, self-effacing partner, was every bit as influential.

**Instructions:**

**Now answer these three questions. Write in full sentences for your answers. The last answer will need writing than the other two.**



What do you think Professor Wood means when he says 'England was a wild and semi-pagan land'?

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Why do you think the Pope send Hadrian to England? A hint is in the line which mentions 'Pope Gregory had said, the tribes till recently "worshipped sticks and stones".'

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Describe two things which changed as a result of Hadrian travelling to England.

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Historians tip: Do not fall into the trap of confusing the Libyan cleric called Hadrian with the Roman Emperor Hadrian. They are different people and lived almost 500 years apart!

## Homework 4

## To be completed by:

### **Aethelflaed: who was the warrior queen who crushed the Vikings?**

Eleven centuries ago, Æthelflæd, Lady of the Mercians, died and was buried in Gloucester. She was exceptional for many reasons. She is one of the few known women who not only held a role within the household as mother and lady – and within the court, as daughter and wife to kings – but also wielded power on the battlefield.

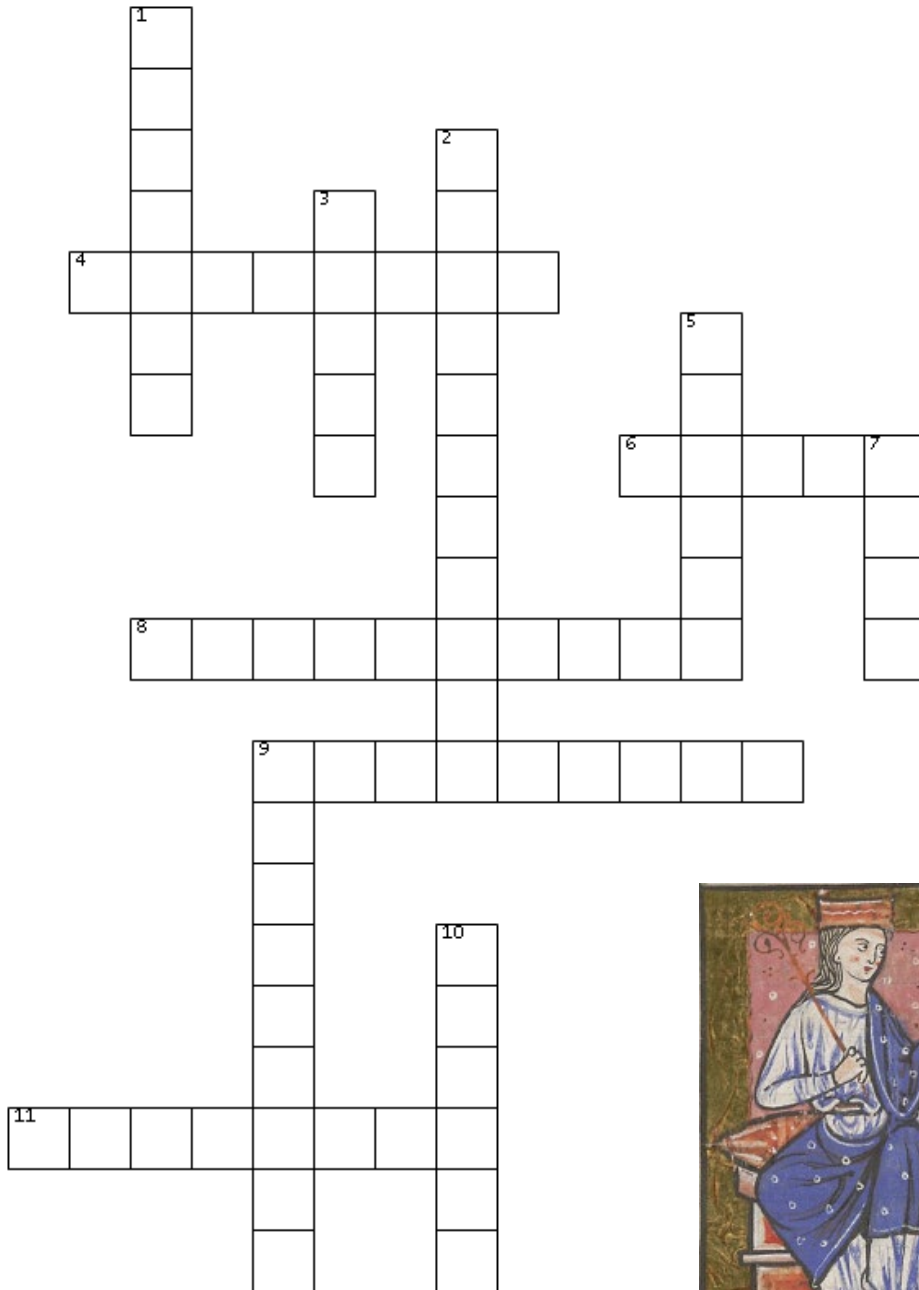
In the 12th century, the historian Henry of Huntingdon declared Æthelflæd to be “so powerful that in praise and exaltation of her wonderful gifts, some call her not only lady, but even king”. He praised her as “worthy of a man’s name” and “more illustrious than Caesar”.

At the time Æthelflæd was born a Great Viking Army had launched a massive assault on East Anglia. Then, over more than a decade, Norse warriors took land in all the major Anglo-Saxon kingdoms – except Wessex, which had so far managed to defy them. It was on to this tumultuous stage that Æthelflæd stepped. She was the daughter of the king of Wessex and married to Æthelred of Mercia. Her marriage to the much older Æthelred, who had served Alfred as a loyal lieutenant. As her husband became increasingly ill she assumed more of his responsibilities including responsibility the military activities of Mercia. When Æthelred died in 911, she was declared ‘Lady of the Mercians’ and took over control of the kingdom. To secure power in Anglo-Saxon England, you first needed the support of ‘ealdormen’ (high-ranking royal officials). The ealdormen of Mercia chose Æthelflæd as their leader.

In 917 her troops reconquered the Viking city of Derby, a critical victory as this had been one of the ‘Five Boroughs of the Danelaw’. The next year she secured Leicester, and from there made her way towards the prestigious Viking-held city of York. As well as being a formidable warrior, Æthelflæd was also a shrewd ruler who set about extending the work of her father, Alfred, by strengthening his fortifications at Tamworth, Stafford and Warwick. Many of these cities owe their existence to her efforts.

Æthelflæd, like her father, sought to strengthen the prestige of her kingdom by investing extensively in urban renewal, education and in the arts. She was also aware that her legacy would be protected by those who came after her. She ensured her daughter, Ælfwynn, would succeed her, but also fostered her brother’s son, who would become the great unifier of England, King Æthelstan.

**Dr Janina Ramirez lectures in art history at Oxford University, is a BBC documentary maker and president of Gloucester History Festival**



### ACROSS

4. She strengthened fortifications at this place
6. In 917 her troops reconquered which Viking city?
8. Æthelflæd was buried in this place.
9. To secure power in Anglo-Saxon England, you first needed the support of who?
11. Æthelflæd was known as Lady of the \_\_\_\_\_

### DOWN

1. What relation was Æthelred to her?
2. Æthelflæd wielded power on the \_\_\_\_\_
3. Which warriors took land in all the major Anglo-Saxon kingdoms?
5. She was described as being more illustrious than this Roman leader.
7. What was the main Viking city during this period?
9. Æthelflæd invested in \_\_\_\_\_ to help her people.
10. Æthelflæd was the daughter of the king of \_\_\_\_\_



## Homework 5

To be completed by:

### Winchester – The Anglo-Saxon capital of Wessex.

Winchester may never have been completely abandoned after the end of Roman Britain in the early fifth century AD but the populace declined dramatically. However, by the seventh century AD the Kings of the Wessex were using the site and this led to the regeneration of Winchester. As a result, in AD 829 King Agbert made it the capital of Wessex.

By the late ninth century AD, Saxon England was coming under increasing pressure from Scandinavian invaders with East Anglia and Mercia both succumbing to their forces. Only the Kingdom of Wessex, under King Alfred the Great, remained under Saxon control. Alfred won a decisive victory at the Battle of Edington (AD 878) and thereafter secured his Kingdom by establishing a series of burhs, fortified towns that concentrated economic activity enabling easy taxation as well as providing urban defence.

Many of the burhs were established using existing Roman defences and Winchester was a prime candidate not least as the Saxon settlement was already established with the former town walls. The new burh was one of the largest in Wessex - the Burghal Hidage, an early tenth century list of such sites, recorded it as valued as 2,400 hides - a unit that described how many men were required to defend each town.

Alfred's re-fortification of Winchester was based on the existing line of the Roman town wall although the defences were enhanced by construction of a double ditch system that fronted the walls. The gates into the town, which were essential both for defence but also for effective taxation, were also rebuilt. The Roman road layout was also modified with a new grid structure. However, the King himself chose not to reside in Winchester and instead built a royal lodge some two miles away at King's Worthy.

Explain two reasons why Winchester was an important city in Anglo-Saxon times.

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## Anglo Saxon clothing.

Archaeological finds in Anglo-Saxon cemeteries have provided the best source of information on Anglo-Saxon costume. It is possible to reconstruct Anglo-Saxon dress using **archaeological** evidence combined with Anglo-Saxon and European art, writing and literature of the time period. Archaeological finds have both supported and contradicted the characteristic Anglo-Saxon costume as illustrated and described by these contemporary sources.

The collective evidence of cemetery grave-goods indicates that men's and women's costume was not alike. Women's dress changed frequently from century to century, while men's dress changed very little. Women typically wore jewellery, men wore little or no jewellery. The beginning of the seventh century marked the conversion of Anglo-Saxon kingdoms to Christianity. Religious art, symbols and writings from the conversion years greatly influenced costume fashion from this period onward, especially women's dress and jewellery. Historical research has shown that Anglo-Saxon children wore smaller versions of adult garments.

Clothing worn by the military, the elite class and religious orders was initially similar to the daily garments of the common man and woman. Over time, and with the influence of European culture, the spread of Christianity and the increasing prosperity of Anglo-Saxon England, garments and accessories specific to each group became the standard by which they were identified.

During the Anglo-Saxon era, textiles were created from natural materials: wool from sheep, linen from flax, and imported silk. In the fifth and sixth centuries, women were the manufacturers of clothing, weaving textiles on looms in their individual dwellings. In the seventh to ninth centuries, Anglo-Saxon communities changed slowly from primarily small settlements to a mix of small and large settlements, and large estates. Specialized workshops on large landholdings were responsible for the manufacture of textiles and clothing for the estate community. In the tenth and eleventh centuries, the growth of urban centres throughout England expanded the variety and quantity of textiles, clothing, and accessories that were made available to the public and also changed the way in which clothing and accessories were manufactured.

**Archaeological:** the scientific study of material remains (such as tools, pottery, jewellery, stone walls, and monuments) of past human life and activities.

**Flax:** This is a flowering plant. Textiles made from flax are known in Western countries as linen, and are traditionally used for bed sheets, underclothes, and table linen.



**Instructions:**

**Now answer these three questions. Write in full sentences for your answers. The last answer will need writing than the other two.**



What evidence and sources are used to recreate Anglo-Saxon clothing today?

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The passage mentions a group called 'ruling elites' – what do you think this means ?

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Why do you think religious people, military people and ruling elites wore different clothes?.

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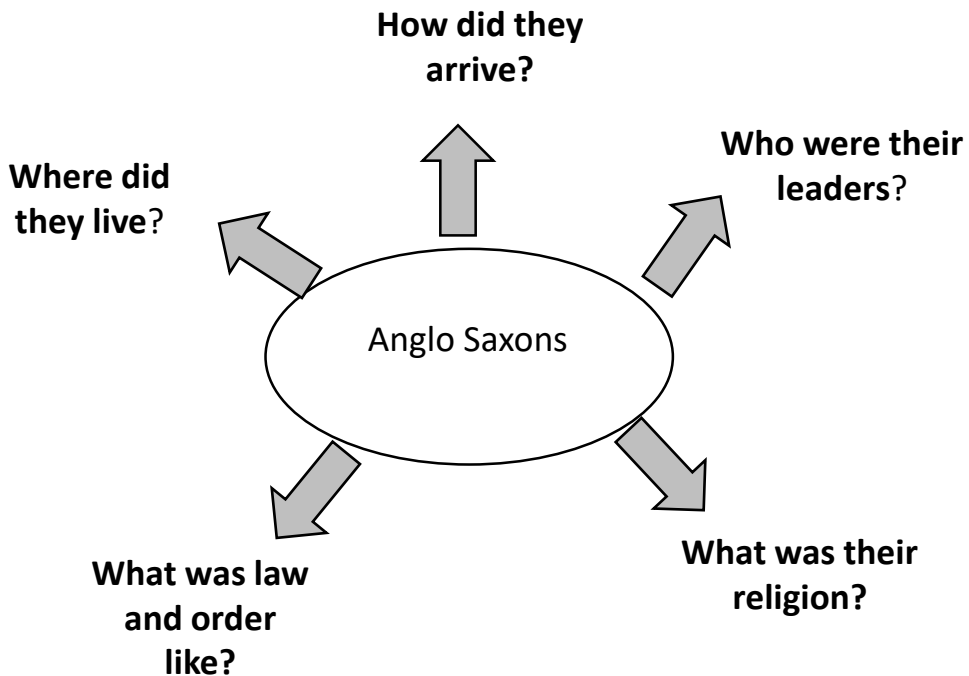
## Homework 7

To be completed by:

### Anglo Saxon Life

A good student of history will need to learn how to revise and review material taught in class. For this week's homework create a mind map about the Anglo Saxons. A good mind map will have colours and pictures to make the mind map interesting and easy to remember.

Use the mind map below as your starting point. There are some strands added to help you. There are also some great videos on YouTube to help you with your mind map technique.



## Wider Activity

### Revision Quiz

A good historian (or student of any subject) needs to know the key information and facts about their subject. In history you will be expected remember information such as dates and names along with the key events. This will allow you to explain your answers fully when you are assessed. One tool to help you do this is to use flash cards and revision quizzes. A set of electronic flash cards focusing on Anglo Saxons has been created for you to access on the website 'Quizlet'.



Scan the QR code using your phone to be taken directly to the flashcards. These can be used as a revision aid and also to create your own quizzes about the period.

### Additional websites:

There are a number of useful websites to visit to help build up your knowledge about this period:

BBC Bitesize Anglo-Saxons: <https://www.bbc.co.uk/bitesize/topics/zp6xsbk>

BBC Birtsize Vikings: <https://www.bbc.co.uk/bitesize/topics/znt6fg8>

BBC Bitesize Normans: <https://www.bbc.co.uk/bitesize/topics/zshtyrd>

English Hertisage Website – Norman Conquest: <https://www.english-heritage.org.uk/learn/1066-and-the-norman-conquest/>

### Wider reading

There are many great reading books covering this period, specifically designed for you to understand the period and also see it from a different point of view.

**The Short Knife by Elen Caldecott** With the Romans compelled to leave Britain after 400 years, the island is on the brink of collapse. Amidst this uncertainty and the chaos of Saxon invasion, thirteen-year-old Mai is cared for by her dad and sister (she lost her mam when she was three), and wrestling with her “anger at the people free to flee into the hills. Anger at all the world and everyone in it. I want to open my mouth and let the fire out, burn it all into blackness.” When Saxon warriors turn up at their farm, the family is forced to flee to the dangerous hills themselves. Mai must cross the threshold from childhood to adulthood if she’s to survive in a hostile world in which speaking in her mother tongue might turn out to be fatal.

**Winter of the Wolves: The Anglo-Saxon Age is Dawning by Tony Bradman** Tony Bradman has written a series of fiction books about this period.

**The Last Kingdom series by Bernard Cornwell** Bernard Cornwell has written many historical fiction books. This popular series focus on the Anglo-Saxons.